

STAFF development programs throughout the nation are seriously flawed, many educators believe. They charge that confusion exists about goals and how to achieve them, that standards and accountability are lacking. For the second in a series of articles:

See Page 12.

STUDENTS entitled to Social Security education benefits had to enroll in college before last May 1 in order to receive them. A substantial increase in the number of new recipients in the program suggests that many of the eligible seniors beat the deadline.

Story on Page 9.

SCHOOLS in rural settings frequently have to cope with school-improvement programs designed for urban districts. A new study suggests that to be effective rural programs must reflect the special characteristics of the surrounding community.

Story on Page 7.

EDUCATION WEEK

American Education's Newspaper of Record

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Justice Dept. To Back Local Opponents of Busing

Rights Group Seeks To Intervene in Charleston Case

By Susan Walton and Eileen White

WASHINGTON—Amid strong signals that the Reagan Administration is hardening its opposition to busing for school desegregation, the N.A.A.C.P. Legal Defense and Education Fund has asked a federal judge for permission to intervene in the U. S. Justice Department's desegregation suit against the Charleston County, S. C., public schools.

Charging that the Justice Department, which filed the suit in January 1981, will not adequately represent the black plaintiffs in the case, the civil-rights group filed its request late last month.

See related stories on page 4.

"We are seeking to intervene because the Justice Department cannot be relied upon to protect the interests of minority stu-

dents," said Theodore M. Shaw, assistant counsel for the legal-defense fund.

The action in the Charleston case came shortly before the department's civil-rights division issued a statement last week that said the Administration would "support modification in court" of existing desegregation decrees.

"The Justice Department is opposed to relying on mandatory busing as a remedial technique to desegregate public schools," said the statement from William Bradford Reynolds, the assistant attorney general for civil rights. "Where a school board seeks to modify a busing plan that is not working, and requests our support, we will, of course, give that request serious consideration," the statement said.

"We have spoken with some parties dissatisfied with outstanding busing decrees, and possible Justice Department participa-

tion in an effort at modification is being considered with respect to several school districts," it continued.

Federal Court Order

More than 700 of the nation's approximately 16,000 school districts are under federal court order to desegregate, according to statistics gathered by the Education Department's office for civil rights. About 1,100 other districts have negotiated desegregation agreements with the federal government or have voluntarily desegregated.

At most, 3.6 percent of the children attending public schools are involuntarily bused for desegregation, according to the U. S. Commission on Civil Rights.

The statement by Mr. Reynolds does not represent a new policy, according to John V. Wilson, a Justice Department spokesman. The department has already supported efforts in federal court by the school board in

Continued on Page 16

Criticism Moves Bell To Withdraw Special-Ed. Rules

House Panels Approve Bill To Veto Changes

By Tom Mirga

WASHINGTON—Secretary of Education Terrel H. Bell told members of a House education panel last week that he would "withdraw for further study" six of the most controversial changes that the Reagan Administration has proposed making in federal regulations governing the education of handicapped children.

That act, however, did not fully satisfy members of the House Subcommittee on Select Education, who unanimously voted in favor of a bill calling on the full Congress to veto the proposed new regulations for the Education for All Handicapped Children Act of 1975, also known as P. L. 94-142.

The House Education and Labor Committee also voted unanimously in favor of the bill, H. J. Res 558, late last week. Committee staff members predicted that the full House would consider the bill before it recessed for the November elections last Friday.

Proposed Changes

The six proposed changes that would be withdrawn, Mr. Bell said, include those involving: procedural safeguards; "least restrictive environment"; related services; timelines; meetings on individualized instruction programs; and qualifications of personnel.

But members of the subcommittee repeatedly asked Mr. Bell to clarify just what he meant by the word "withdrawal."

"Before we leave Washington [for an eight-week recess], we want to know whether these six areas are still open to changes," an angry Representative George Miller, Democrat of California, shouted at the Secretary.

Mr. Bell responded that he did not intend "to draft new language on these topics at present," but if he did, those changes would be made public through a notice in the *Federal Register*.

Earlier in the hearing Mr. Bell said that "strong public criticism" led to the decision to withdraw the controversial sections of the Reagan Administration's proposal to revise the existing regulations for P. L. 94-142.

"Our rules have moved too far," he acknowledged. "We feel that it's time to make some alterations."

Continued on Page 16

Most Serve in Deeply Troubled Urban Districts

For Black Administrators, Little Progress and Few Openings

By Susan G. Foster

In 1969, when the Rockefeller Foundation first began its leadership training program in an attempt to increase the number of minority administrators, only 17 black superintendents were identified nationwide.

Today, 13 years later, fewer than 100 of the 16,000 school districts in the U. S. are headed by blacks, according to a recent study of women and minorities in school administration by the American Association of School Administrators (A.A.S.A.). During this same period, the proportion of minority students in the nation's public schools increased dramatically, particularly in large urban school systems.

It is in these city school systems—now made up predominantly of minority-group students and often in severe fiscal distress—that most black superintendents, and their colleagues at lower levels of administration, are serving.

The A.A.S.A. survey also confirmed a widely held belief that the number of black men and women in school administration is not keeping pace with the proportion of blacks in the population at large. It found that black men and women occupy only 8.7 percent of the total number of school-administrator positions in the U. S.; blacks constitute 11.7 percent of the nation's population.

Of the 7,417 school superintendents in-

involved in the A.A.S.A. survey, fewer than 1 percent were black men and women. The survey included 50 states and the District of Columbia, but only 28 states provided data on both ethnicity and sex of school-system officials.

Superintendencies Reported

About 6.6 percent of the 3,094 deputy or assistant school superintendencies reported on were held by black men and women.



Black administrators are "shut out" of fiscally healthy school districts, say Hugh J. Scott of Hunter College (left) and Alonzo A. Crim of Atlanta.



And among the 43,008 school principalships reported on in the survey, about 3,332 or 7.7 percent were occupied by black men and women.

In fact, according to the school-administrators' and other studies, the number of school principalships held by blacks has declined substantially since the mid-1960's.

For black administrators to attain the proportional representation that blacks

Continued on Page 17

■ IN SUMMARY

Assessing Desegregation in Wilmington

A new and comprehensive study of the city's metropolitan school-desegregation program reveals that students from integrated neighborhoods made the most academic progress. **Story on Page 4.**

Paying for 'Busing' in Dallas

As part of a program to encourage students to transfer voluntarily to schools where they will be in the minority, some parents can earn \$720 annually for driving their children to school. **Story on Page 4.**

A New Educational Mission in California

General Motors, the United Auto Workers, and the state's department of education are cooperating in an unusual new program to retrain automobile workers who have lost their jobs. **Story on Page 4.**

Extraordinary Pledges in Boston

Business, civic, and educational leaders have signed the "Boston Compact"—a broad-based school-improvement program one participant calls the nation's most innovative. **Story on Page 6.**

Tightening Access in 'Open-Door' Colleges

Two-year colleges, reacting to costly remedial programs and public demands for higher standards, are tightening requirements for admission and graduation. **Story on Page 6.**

The 'Fast Track' to Academic Quality

In presentations to the National Commission on Excellence in Education, researchers called on schools to demand more of students and to experiment with new tracking systems. **Story on Page 8.**

Squeezing Through a Loophole

Based on the number of new students receiving Social Security education benefits, it appears that a great many of those eligible enrolled in college before the May 1 cutoff date. **Story on Page 9.**

Moving Into the Computer Age

Pennsylvania's governor and secretary of education plan a number of steps to increase computer use in schools, including a compulsory computer course for 8th graders. **Story on Page 15.**

The Golden Arches Go to School

At a cost of \$300,000, the McDonald's Corporation has established the first fast-food operation in a public vocational school to test products and train future workers. **Story on Page 15.**

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■ NATIONAL

Congress Urges Stronger Schools, Better Defense

Two prominent Congressional Democrats have joined forces to sponsor a bill to boost mathematics, science, foreign-language, and technology programs in the schools.

Representative Carl D. Perkins of Kentucky, the chairman of the House Education and Labor Committee, and Senator Gary Hart of Colorado, began hearings last week on their bill, which is supported by a wide range of education and business groups.

The bill's title, "American defense education act," was chosen to encourage the same kind of public support that existed for another bill to strengthen such programs: the National Defense Education Act, which the Congress passed in 1958.

"The launching of Sputnik in 1957 awakened the Congress and the American people to the urgency of strengthening and encouraging education," said Senator Hart. "It is imperative in 1982 to acknowledge [that] the economic and national security of our nation depends on the education and the training of our people."

Block-Grant Results Hard To Assess, G.A.O. Concludes

The shift from federal to state evaluation of block-grant programs may hinder efforts to assess how well the programs achieve their objectives, according to a new report from the General Accounting Office, the investigative arm of the Congress.

Based on a review of previous block grants, the report, *Lessons Learned From Past Block Grants: Implications for Congressional Oversight*, finds that the shift has opened a "gap in accountability" for the programs. The G.A.O. investigators analyzed the requirements for their effective evaluation.

Because the states have no common system of collecting information about the programs, future evaluation efforts are likely to be problematic, according to the report.

The investigators also found that there is "no conclusive pattern to the effects of the pre-1981 block grants on the administrative costs of state and local grantees." Hence, the report says, past experience does not necessarily bear out Administration assertions that the new system will save money.

"The lack of any consistency in earlier findings of differences in administrative costs between block grants and categorical programs suggests that the cost savings that resulted from administering block

grants would not, by themselves, have offset budget cuts of greater than 10 percent in programmatic activities," the report states.

In addition, the investigators found that past experience does not bear out the claim that under block-grant programs, poor and disadvantaged citizens would not be adequately served.

The report was prepared at the request of Charles B. Rangel, Democrat of New York.

Teachers College Dedicates Library

The research library of Columbia University's Teachers College, which claims to have the largest collection of education books and materials in the world, was dedicated last week as the Milbank Memorial Library in honor of the family that supported its extensive renovation and modernization.

The library, named for Dunlevy and Katharine Fowler Milbank and their son, Thomas F. Milbank, former trustees of the college, contains 394,000 volumes, 1,811 current periodical titles, 1,994 linear feet of manuscripts, and an extensive collection of microfiche, film, and other "nonprint" materials, according to Isabel Mount, director of the office of public relations.

The collection also includes such items as the archives of the New York City school system.

To improve access to these materials, the library has been technologically refurbished, and now has additional computer and other sophisticated information systems, according to Ms. Mount.

The project, begun in 1979, cost \$7.7 million and was funded by contributions from The Dunlevy Milbank Foundation Inc., the J. M. Foundation, and Thomas F. Milbank and others.

Higher Education Feted in Ceremonies Across the Country

This week, more than 1,000 colleges and universities across the country are expected to celebrate higher-education's contributions to American society with a variety of academic and ceremonial events. The governors of all 50 states and the mayors of 15 major cities have issued proclamations in honor of the week.

The activities will highlight the second year of the "America's Energy is Mindpower" campaign sponsored by the Council for the Advancement and Support of Education, a Washington-based organization representing colleges and universities.

In Washington, college and university officials will gather to honor the Rev. Theodore M. Hesburgh, president of the University of Notre Dame. In a ceremony including Secretary of Education Terrel H. Bell and many of higher education's

prominent national leaders, the outspoken Father Hesburgh will receive the Thomas Jefferson Medal, established last year by C.A.S.E. to honor an American who provides national educational leadership. The first recipient was John Gardner, former Secretary of Health, Education, and Welfare and founder of Common Cause.

■ STATES

N.Y. State Board Seeks To Prohibit Corporal Punishment

The New York Board of Regents last week decided to seek an amendment to the N.Y. penal code that would clearly grant authority to the state board of education to ban corporal punishment as a disciplinary measure.

The state board of regents, which has opposed the use of corporal punishment in disciplining students, will petition the legislature for the change, according to Christopher Carpenter, a spokesman for the state department of education.

Under a provision of the state penal code, he said, parents and teachers are exempt from any criminal assault charges stemming from the use of corporal punishment.

In an opinion written by the lawyer for the state department of education, that provision was interpreted as precluding a formal statewide policy opposing corporal punishment in the schools.

A separate opinion issued by the state chapter of the American Civil Liberties Union, however, argued just the opposite.

Because of the conflict in legal interpretation, according to Mr. Carpenter, the state board has not issued a rule banning the practice.

"Informally, the department policy has been to allow local school districts to make their own policy. As a result, some do and some don't," Mr. Carpenter added.

Charges Pending Against Ala. Gov. In Prayer Case

Two contempt-of-court charges, one civil and one criminal, were still pending against Alabama Gov. Forrest H. (Fob) James as of late last week. The charges allege that Governor James has encouraged teachers to defy a court injunction against the state's new school-prayer law.

The injunction was handed down this summer by U.S. District Judge W. B. Hand, who ordered that the law, which permits teachers to lead "willing students" in prayer, not be executed until a trial has been held on its constitutionality.

Thousands of Students Apparently Met Deadline for College Aid

Continued from Page 9

file reports with Social Security over the summer affirming that they will maintain a full course load in college in the current term.

Under a law passed by the Congress in late August 1981, last year's high-school seniors who did not manage to enroll in college by the

beginning of May could not receive the benefits, which averaged \$260 per month last year.

The new law also stipulated that student benefits would be cut by 25 percent during each of the next four years until the program is totally phased out in April 1985.

The program is intended to help offset the college costs of the children of disabled, retired, or deceased workers.

Social Security officials came under intense criticism from members of Congress and a number of education officials earlier this year for

failing to notify high-school seniors who may have been expecting the college benefits that they would not receive the aid if they failed to enroll in college by the May 1 deadline.

The Congress' actions on the Social Security college-benefit program went largely unnoticed until mid-December last year.

At that time, Social Security administrators said that a full-scale notification effort was not undertaken because the Congress intended to cut students from the Social Security rolls, and it was not the intent of the agency to notify students of "legal loopholes" that could be used to circumvent the Congress's intent.

The Social Security officials also said that such an effort was not warranted because few high-school students would have been able to disrupt their academic schedules in mid-year and enroll in college before graduating.

John P. Mallan, a lobbyist for the American Association of State Colleges and Universities, said the agency's figures on benefits paid to college students appear to contradict the Administration officials' predictions.

"The agency's figures suggest that the campaign to get high-school students enrolled in college was much more successful than anyone could have predicted," Mr. Mallan said. "I'm quite pleased."

After the May 1 cutoff date be-

came widely known last winter, a number of school districts and post-secondary institutions reported that they were cooperating in efforts to enroll students in college before they graduated from high school.

One such college—Suffolk County Community College on Long Island, N.Y.—allowed some 400 high-school seniors to enroll for classes, according to Herbert W. Zagarow, dean of students at the college's Riverhead campus.

The college's trustees commissioned Mr. Zagarow to conduct a study of those students. Although it is not complete, Mr. Zagarow said the study will probably indicate that the high-school seniors who rushed into college "ran into only slightly greater academic difficulties than normal college freshmen."

"Registration for the winter term ended only recently, so we still haven't had an opportunity to gauge how many of these students have returned to school," he continued. "But my general impression is that the retention rate will be very close to that of our typical freshmen."

Mr. Zagarow explained that this will probably be the case because "most of these kids planned to attend college anyway."

"So, even if they did not do as well academically as did typical freshmen in their first year, we expect that they will do just as well in the long run," he said.

DATABANK

The Number of Computers in the Schools

The tables below are projections developed from a survey last April of 900 public schools conducted by a private contractor for the National Center for Education Statistics. Released last month, the survey found that the number of personal computers used in schools for instructional purposes tripled between the fall of 1980 and the spring of 1982.

Grade Level	Total	All Uses		Total	Instructional Uses	
		Number of Micros	Number of Terminals		Number of Micros	Number of Terminals
Total	132,459	101,987	30,472	120,906	96,462	24,446
		(in percents)				
Elementary	21	24	13	22	24	13
Secondary	75	72	83	74	72	82
Combined and Other	4	4	5	4	4	5

NOTE: Percents may not add to 100 because of rounding.

Public Schools with Computers Available for Instruction in 1981-82

Grade Level	Total Number of Schools	Number of Schools With Micros	Number of Schools With Terminals	Number of Schools With Computers
Total	81,970	27,501	5,898	29,026
		(in percents of column 1)		
Total	81,970	34	7	36
Elementary	50,800	22	2	22
Secondary	25,297	60	18	64
Combined and Other	5,874	20	6	24

Major Uses of Microcomputers for Instruction in 1981-82

Grade Level	Number of Schools With Micros	Compensatory and Remedial	Major Uses of Microcomputers			
			Basic Skills	Learning Enrichment	Computer Literacy	Computer Science
Total	27,501	3,910	5,103	5,174	9,055	6,237
			(in percents of column 1)			
Total	27,501	14	19	19	33	23
Elementary	11,050	18	29	21	29	7
Jr. High	5,774	20	11	19	30	10
Sr. High	9,504	6	12	16	39	49
Combined and Other	1,173	19	6	4	34	15

Major Uses of Terminals for Instruction in 1981-82

Grade Level	Number of Schools With Micros	Compensatory and Remedial	Major Uses of Microcomputers			
			Basic Skills	Learning Enrichment	Computer Literacy	Computer Science
Total	5,898	696	754	1,422	1,306	2,005
			(In percents of column 1)			
Total	5,898	12	13	24	22	34
Elementary	966	23	20	28	0	0
Jr. High	978	26	10	23	23	14
Sr. High	3,620	6	13	21	26	47
Combined and Other	343	0	0	50	15	45

NOTE: Percents do not add to 100 since a school can report zero, one, or more than one "major use."
SOURCE: National Center for Education Statistics

The Bard College Center

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For additional information on the workshops and conference, or on the Institute, please contact Teresa Vilardi, Associate Director

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Progress Slow, Prospects Dim for Blacks in Administration

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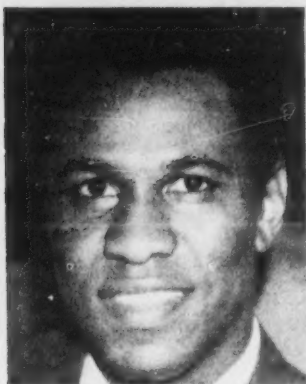
have in the larger society, their number would have to increase by 50 percent—a highly unlikely prospect, according to the A.A.S.A. study.

The study notes that the proportion of minority teachers—the pool from which black administrators would be drawn—is even smaller, 7.8 percent.

"These figures are indeed grim in light of the growth of minority children in the schools," the report states. It adds that "the underrepresentation of minorities in teaching and school administration" is attributable not just to the "lack of recruitment of more minority teachers, but [to] their lack of preparation to enter the profession, and [to] their inability to obtain a higher education."

Taking exception to that conclusion, Ronald R. Edmonds, professor of education at Michigan State University and the author of widely cited studies on the qualities of "effective schools," said that any growth in the number of black administrators will depend largely on "those who are already experienced, certified, and teaching."

"We cannot look to those presently entering the field as the source for solving the problem," Mr. Edmonds said, citing the layoffs of young teachers that have resulted from declining enrollments.



Willie W. Herenton heads Memphis public schools.

Several administrators said in interviews, however, that they believe the current period of retrenchment in education will combine with what they view as the continuation of discriminatory hiring practices to further diminish the number of professional opportunities for black educators.

"We're not in a growth era, so the opportunities are just not there now," said Willie W. Herenton, superintendent of the Memphis public schools. "The very small gains we've made are the ones we should struggle to maintain."

Jobs Unattractive

Not only are there relatively few black administrators, according to Charles D. Moody, a professor of education at the University of Michigan, but the majority of them serve in urban school systems with social and economic problems so severe that the jobs are "no longer attractive to white males."

In his 1980 book entitled *The Black School Superintendent: Messiah or Scapegoat?*, Hugh J. Scott, dean of the division of educational programs at Hunter College, agreed, contending that the number of black administrators "will rise in

proportion to the number of school districts that are becoming bankrupt."

"Very rarely does a black become superintendent when a district is financially solvent," Mr. Scott asserted.

"In most big, urban areas, you're going to find a black superintendent," said Everett J. Williams, area superintendent of the New Orleans school district. White administrators, he explained, are not anxious to take on school districts that have predominantly black student enrollments.

The Council of Great City Schools estimates that 75 percent of the five million students in the 28 urban school systems it represents are members of minority groups, and 30 percent are from families whose income is below the poverty level.

"The perception is that the school district is difficult to manage because of the problems of minority students," Mr. Williams said. White school administrators "don't know what to do, so they turn the system over to black administrators."

Mr. Moody, who founded the National Alliance of Black School Educators after conducting a survey of black superintendents in 1970, contended that black superintendents are most often hired by school boards made up mostly of black or other minority members. In addition, the districts usually have a severe budget deficit and receive a considerable amount of federal aid for compensatory education.

In such communities, he added, many citizens have lost confidence in the public schools and are not likely to be supportive.

Positions Lost

Although comprehensive national data on blacks in administrative positions are not available, several regional studies suggest that more blacks occupied administrative positions prior to school desegregation. But when school districts were consolidated, minority administrators often lost their positions or were demoted.

For example, in Delaware the number of black principals declined from 50 in 1964 to 16 in 1970. In Virginia, there were 107 black secondary-school principals in 1964, compared to 10 in 1970.

The most dramatic decline found by the A.A.S.A. occurred in Kentucky, where 350 black principals were reported in 1964 and only 36 in 1970.

The pattern linking black administrators to predominantly black urban systems that has developed over the years will probably continue for some time, according to Mr. Scott.

"There's less chance that blacks will be found heading up predominantly white districts," said the Hunter College dean, who from 1970 to 1973 was superintendent of the District of Columbia school system.

"School boards want an administrator who is experienced," he noted, and because of discrimination, "there aren't a great number of blacks who've had upper-echelon experience."

According to Alonzo A. Crim, Atlanta's superintendent, school boards in predominantly white districts "don't look for competent black administrators" until the system has "tipped" toward racial imbalance.

Minority educators, he said, have "tended not to aspire [to positions of leadership] because they've been closed out" of administrative positions in predominantly white school districts.

Richard Green, who was promoted from within to become superintendent of the Minneapolis public schools, said that, historically, the position of superintendent has not been filled by black educators. And since the advent of integration, he added, blacks have had even fewer opportunities.

Mr. Green, who has served in the Minneapolis school system throughout most of his career, became one of the few black superintendents to head a major urban school system of mostly white students when he was selected in 1978. "My knowledge of the system and the environment were crucial elements," he said of his hiring.

"It makes a difference when your knowledge of the environment is



Richard Green, chief of Minneapolis system.

strong, depending on the system," Mr. Green said. "If it's a closed system and there is [resistance] to having an outsider," he said, a black will not be given an opportunity regard-

less of how well he understands the community.

While acknowledging that "we have a long way to go before we reach parity," Bruce E. Williams of the Rockefeller Foundation argued that competent black administrators do exist.

"Anyone who says they cannot find qualified black administrators is blowing smoke," Mr. Williams said. "That isn't the case any more; the black candidates are there."

Opportunities for Advancement

The inability of black educators to penetrate the nonurban and predominantly white school systems, Mr. Moody asserted, is largely due to closed-door policies of local school boards and the inherently discriminatory "old-boy network" that has largely determined career paths and from which blacks have been excluded.

Even though most black administrators are restricted to positions in urban school districts, there are advantages, said Atlanta's Mr. Crim. Predominantly black districts offer black educators an opportunity to establish themselves as administrators, he noted.

And Mr. Herenton of the Memphis public schools pointed out that "urban schools represent some of the largest school budgets and, in some cities, the largest employers."

"Many of us welcome and understand the challenge of the job," Mr. Herenton said. "We are demonstrating that we are indeed effective managers, that we can adjust under some of the most adverse conditions. Unfortunately, we only get one chance. We do not have the luxury of failure."

But the "most rewarding aspect of my job," according to Mr. Herenton, has been the opportunity to demonstrate "that all children can learn and that public education can serve them."

He said there is increasing sensitivity to "the need for more blacks to participate in controlling the destiny of large city school systems where the black constituency is in the majority."

"Ideally, I hope the day would come," Mr. Herenton added, "when an administrator would not be identified for a position strictly because of race alone, but because of a combination of ability and attitude that would move the system toward excellence."

Race, Ethnic Group, and Sex of School Superintendents (1981-82)

Ethnicity	Male		Female		Total	
	No.	%	No.	%	No.	%
American Indian	24	0.3	0	0	24	0.3
Asian/Pacific Islander	9	0.1	0	0	9	0.1
Black	51	0.7	6	0.1	57	0.7
Hispanic	84	1.1	4	0.1	88	1.1
White	7,417	98.5	93	1.2	7,510	97.7

Number in sample with both ethnicity and sex data: 7,688 from 28 states and Washington, D.C.

Number of males in sample:	13,474	(98.2%)
Number of females in sample:	241	(1.8%)
Grand Total	13,715	
Number of states that furnished sex data:	50 states and Washington D.C.	

NOTE: Percentages in columns are based on total number of school superintendents in sample with both ethnicity and sex data.

Race, Ethnic Group, and Sex of Deputy/Assistant/Associate School Superintendents (1981-82)

Ethnicity	Male		Female		Total	
	No.	%	No.	%	No.	%
American Indian	4	0.1	0	0	4	0.1
Asian/Pacific Islander	16	0.5	4	0.1	20	0.6
Black	164	5.3	36	1.2	200	6.5
Hispanic	101	3.3	8	0.3	109	3.6
White	2,545	82.3	216	7.0	2,761	89.3

Number in sample with both ethnicity and sex data: 3,094 from 23 states and Washington, D.C.

Number of males in sample:	4,749	(91%)
Number of females in sample:	486	(9%)
Number of states that furnished sex data:	41 states and Washington D.C.	

NOTE: Percentages in columns are based on total number of deputy/assistant/associate school superintendents in sample with both ethnicity and sex data.

Race, Ethnic Group, and Sex of School Principals (1981-82)

Ethnicity	Male		Female		Total	
	No.	%	No.	%	No.	%
American Indian	121	0.3	18	0.05	139	0.3
Asian/Pacific Islander	206	0.5	39	0.1	265	0.6
Black	2,242	5.2	1,090	2.5	3,332	7.7
Hispanic	1,202	2.8	246	0.6	1,450	3.4
White	32,446	75.4	5,378	12.5	37,822	87.9

Number in sample with both ethnicity and sex data: 43,008 from 28 states and Washington, D.C.

Number of males in sample:	52,612	(84%)
Number of females in sample:	9,815	(16%)
Number of states that furnished sex data:	41 states and Washington D.C.	

NOTE: Percentages in columns are based on total number of school principals in sample with both ethnicity and sex data.

SOURCE: American Association of School Administrators

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RALLYING to the challenge of Sputnik, the U. S. launched a massive effort to upgrade education in science and mathematics. Now, 25 years later, a similar "crisis" seems to be facing the nation, and society's response is not yet clear.

See Page 11.

SHARING jobs was a tactic used years ago, when there was a serious shortage of teachers, to lure married women back into the classroom on a part-time basis. Now, confronted with declining enrollments, some districts are resorting to "job-sharing" to help reduce the number of teacher layoffs.

See Page 8.

FINDING the funds to pay for a college education has become increasingly difficult as student-aid programs have been cut, tuition and fees have risen, and the economy has worsened. And some students are being forced to change their plans.

See Page 12.



EDUCATION WEEK

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Supreme Court Accepts Tuition-Deduction Case

Minnesota Dispute May Bear on U.S. Tax-Credit Plan

By Peggy Caldwell

WASHINGTON—The U. S. Supreme Court last week agreed to consider the politically volatile issue of state tax deductions for the parents of private-school children in a case that involves many of the constitutional questions raised by the federal tuition tax-credit bill pending before the Congress.

In orders issued as it began its new term last week, the Court also agreed to consider a case involving the Education Department's authority to collect Title I funds that were misapplied by several states prior to 1978; refused to review race-based teacher layoffs in Boston; and refused to review school-desegregation cases involving North Little Rock, Ark., St. Louis, and suburban Pittsburgh. (See Page 9 for these and other cases.)

The tax-deduction case, *Mueller v. Allen*, No. 82-195, involves a 27-year-old Minnesota law that extends state income-tax deductions of up to \$700 to parents for educational expenses. Allowable expenses include tuition, transportation, nonreligious textbooks, and supplies.

The law covers expenses incurred at non-profit schools that comply with state educational standards and federal civil-rights laws, as well as fees and other expenses incurred in attending public schools but not paid for by the local school district.

Taxpayers Challenged Law

A group of Minnesota taxpayers and organizations, led by Van D. Mueller, a professor of education at the University of Minnesota, challenged the law. They argued that 95 percent of the children whose parents claimed tax deductions for tuition attended sectarian schools and that the program's benefit to public-school students is "extremely minimal." The suit has been supported by the Minnesota Federation of Teachers and by the American Civil Liberties Union (A.C.L.U.), among other groups.

In a brief filed with the Court, the state of Minnesota argues that if all public-school parents took the school-related tax deductions to which the law entitles them, "the total revenue loss . . . could easily equal and potentially dwarf that due to all types of deductible expenditures by sectarian school students." Thus, the state argues, the statute does not single out a religious class for the benefits.

The U. S. Court of Appeals for the Eighth Circuit found in April that the Minnesota statute did not violate the Establishment Clause of the Constitution, in part because the tax benefits are available to families whose children attend public schools. That

decision conflicted with a 1980 decision by the U. S. Court of Appeals for the First Circuit, which invalidated a similar Rhode Island law.

Many legal analysts believe that the Minnesota case has implications for the federal tuition tax-credit legislation recently approved by the Senate Finance Committee.

"As [the federal legislation] has been described to me, it seems indistinguishable in relevant respects" from the Minnesota law, said Charles S. Sims, an A.C.L.U. lawyer who is working on the case. "The purpose and effect would be largely to support the education of children attending religious schools."

The Education Department is "watching the case," said Gary Bauer, deputy under-

secretary for planning and budget. "We obviously have an interest in how the Court ends up coming out on it. . . . We will be watching the ruling to see if there are any *dicta* [nonbinding observations] which might bear on the national debate."

Sources in the Education and Justice Departments said they do not know of any plans for the federal government to become involved in the case, but pointed out that the government has at least two months to decide.

"In my experience, it is not likely that the government would take part in order to shore up what is only a proposal rather than a federal statute," said a high-ranking Justice Department lawyer who asked not to be identified. "It would be different if the Congress had already passed it. But I know the Administration feels very strongly

Continued on Page 9

Government Launches New Program

Widespread Teen-Age Drinking Poses Major Challenge to Schools, Society

By Susan Walton

Calling the situation a challenge to "our national conscience," Secretary of Health and Human Services Richard S. Schweiker last week announced a new federal initiative aimed at curbing alcohol abuse by young people.

Mr. Schweiker launched the effort—a supplement to existing programs—in response to the large number of motor-vehicle deaths among young people that can be linked to alcohol. He also cited the unacceptably high rate of alcohol misuse among young people.

But experts on alcohol and its effects agree that traffic-fatality statistics are only the most visible part of a problem with many dimensions. Despite considerable research on alcohol, there are still many unanswered questions about teen-age drinking and many public misperceptions of the nature of the problem.

Anecdotal evidence, at least, suggests that more teen-agers are drinking in school.

"It is a major problem in the schools, and it is becoming a more obvious problem," said Patricia O'Gorman, a psychologist, author, and consultant, and former head of the federal alcohol-prevention and education program.

School officials may not be able to produce statistics that document a rise in student drinking in the schools, she said, but "administrators and teachers are saying, 'We're noticing more.'"

In response, some school districts—such as Boston—are setting up alcohol programs for students and staff. Others, such as Philadelphia, have had alcohol programs for years.

Virtually all states require that students be taught something about alcohol, but the specific requirements vary.

Research and Education Programs

The new federal effort will supplement the research and public-education programs now sponsored by the U. S. Department of Health and Human Services (H.H.S.). It will include nine regional conferences for school personnel and parents, as well as other conferences on alcohol programs for young people. The government is encouraging private industry to support these programs.

Also, Secretary Schweiker is urging government agencies and private organizations to cooperate on research on teen-age alcohol use.

Next spring, he will convene a "Secretarial Conference" on a "growing youth move-

Continued on Page 17

Private Schools' Enrollment Falls, Census Reports

Suggests Tax Credits Would Aid Poor Families

By Alex Heard

Private-school enrollment fell by 31 percent between 1964 and 1979, according to a new Census Bureau report that may figure prominently in the continuing debate on tuition tax credits for parents of children who attend private schools.

The bureau also found that while the number of white private-school students declined by 37 percent, or 2.2 million students, between 1964 and 1979, the number of black students in private schools increased by one-third, or 87,000 students.

The report concludes, among other things, that low-income families would benefit most from a tuition tax credit because they spend a high proportion of their income on tuition.

See related databanks on pages 14 and 15.

It suggests that although variations in private-school enrollment correlate with family income, income is not the sole determinant of private-school attendance.

At all income levels and with any number of children enrolled in school, the majority of families sent their children to public schools, the report states.

Even the wealthiest families with only one or two children were much more likely to enroll them in public schools than private-schools.

In 1979, 71 percent of families with an income of \$50,000 or more and with only one child in school sent that child to a public school.

Only 4 percent of the students whose families had a total income of less than \$10,000 attended private schools; 28 percent whose family income was \$50,000 or more were in such schools.

The mean tuition for private-school elementary students was \$577, according to the Census Bureau. For high-school students, it was \$1,177. Mean tuitions were higher in the South (\$736) than the Northeast (\$495), where there are more schools and competition is greater.

The document indicates, in the opinion of one private-school researcher, that private schools are not a "threat" to public education, that tuition tax credits would benefit poor families more than rich ones, and that they would not result in a large migration

Continued on Page 16

IN SUMMARY

Education Schools in Trouble

Some of the nation's largest teacher-training programs may have to retrench or close as a result of severe financial problems and inadequate planning, according to a new study. **Story on Page 4.**

Support for Desegregation Programs

Expressing concern over "diminishing federal support" for school-desegregation efforts, the Council of Great City Schools proposes legislation to restore their funding. **Story on Page 4.**

Back to School for Striking Teachers

Teachers in Detroit have returned to the classroom while unresolved contract issues are in binding arbitration; Teaneck, N. J., teachers, faced with firing, have ended their strike. **Stories on Page 6.**

Renewing America's Teachers

The last of a three-part series on staff development explores ways of improving inservice training for teachers and looks at some programs that appear to be working. **Story on Page 7.**

A Change of Policy at the College Board

The S.A.T. scores of minority students have been collected for a decade but not published—until this year. The figures show that blacks score substantially lower than whites. **Story on Page 8.**

On the Docket

The U. S. Supreme Court will review several important education cases, including one involving the authority of the Education Department to recover "misspent" Title I funds. **Stories on Page 9.**

Once Bitten . . .

Forced to withdraw proposed rules for the education of the handicapped, the Education Department is also reconsidering revisions to rules for vocational programs. **Story on Page 10.**

Easing the Burden

Congress has voted to provide partial impact-aid payments to school districts serving families from larger federal installations. And New Jersey has passed a bill to help such districts. **Story on Page 10.**

Sputnik Revisited

In 1957, the Soviet Union launched Sputnik and touched off a national effort to improve science education in the U. S. Twenty-five years later, a sense of "crisis" is developing again. **Story on Page 11.**

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THE WEEK

A SUMMARY OF NEWS AND EVENTS

NATIONAL

Fifty Schools Share In \$1-Million Award From Ford Foundation

In the second stage of a program to reward improvement in urban high schools, the Ford Foundation last week named the 50 winners of \$20,000 grants to enrich school programs.

The \$1-million disbursement is part of the foundation's three-stage City High School Recognition Program, established earlier this year. (See *Education Week*, Feb. 10, 1982.)

Each of the winning schools, located in 30 cities across the country, will use the grant money to expand their educational offerings through a particular project. The projects include strengthening mathematics and English teaching, providing peer tutoring, computer training, and remedial instruction, and expanding vocational and extracurricular programs.

The schools were selected from 107 urban high schools that had submitted proposals to the foundation after receiving \$1,000 "recognition awards" in the first stage of the program last May. Those schools were selected from a group of 225 that the foundation had invited to apply for the grants.

To qualify, a high school had to be comprehensive, to enroll 30 percent of its students from low-income families, and to have no special entrance requirements.

For the third stage of the grant program, the foundation will compile case studies of 25 of the schools judged to have outstanding programs.

Announcing the recent round of awards, Edward J. Meade, program officer for the foundation, said:

"I can think of no other institution in the American city that is expected to do so much for so many as the general, or comprehensive, high school. As we saw in the first stage of the City High School Recognition Program, many of these schools are succeeding in their multiple responsibilities to a greater extent than they are generally given credit for."

Following are the names and locations of the 50 high schools that received the awards.

Albuquerque, N.M.: Rio Grande High School; Atlanta: Carver High School, Fulton High School; Baltimore: Edmondson High School, Northern High School, Walbrook High School; Birmingham, Ala.: Carol W. Hayes High School, Glen High School, Parker High School, Phillips High School; Charlotte, N.C.: Harry P. Harding High School; Columbus, Ohio: Linden McKinley High School; Des Moines: Des Moines Technical High School; Detroit: Central High School, Murray-Wright High School, Northern High School, Southwestern High School, Western High School; Houston: Booker T. Washington High School; Indianapolis: Arsenal Technical High School, George Washington High School; Jackson, Miss.: Murrah High School; Jersey City, N.J.: Lincoln High School; Kansas City, Mo.: Kansas City East High School; Knoxville, Tenn.: Rife High School; Memphis: Carver High School; Milwaukee: Solomon Juneau High School, South Division High School; New Orleans: Clark High School, George Washington Carver High School; Norfolk, Va.: Granby High School; Lake Taylor High School, Maury High School; Oakland, Calif.: Castlemont High School;

Fremont High School; Omaha: Benson High School, Technical High School; Pittsburgh: South High School, Portland, Ore.: Jefferson High School; Providence, R.I.: Providence Central High School; San Antonio: Luther Burbank High School, Sidney Lanier High School, Phillis Wheatley High School; Seattle: Chief Sealth High School; Syracuse, N.Y.: George W. Fowler High School; Tampa, Fla.: Thomas Jefferson High School; Tucson, Ariz.: Pueblo High School; Washington, D.C.: Paul Laurence Dunbar High School, Spingarn High School; Worcester, Mass.: Burncoat High School.

U.S. Moves Forward In Effort To Force Draft Registration

With four victories and two setbacks, the federal government is apparently moving forward in its effort to compel young men to comply with the draft-registration laws.

On Oct. 4, a federal district judge in San Diego sentenced Benjamin H. Sasway, a 21-year-old former college student, to two and a half years in prison. Mr. Sasway was convicted on Aug. 26 of failure to register for the draft.

One day after Mr. Sasway was sentenced, Mark A. Schmucker, a 22-year-old student at Goshen College, was convicted on the same charge by a federal-court jury in Cleveland. Mr. Schmucker's sentencing has been scheduled for Oct. 19.

Then, on Oct. 6, the student government president at University of Northern Iowa, Rusty Martin, 22, was indicted by a federal grand jury in Cedar Rapids of failure to register.

The maximum penalty for failing to register is five years in prison and a \$10,000 fine. The law requires young men to sign up for the draft at a post office within 30 days of their 18th birthday.

The Selective Service System announced last week that successful prosecutions, such as those of Mr. Sasway and Mr. Schmucker, have helped boost the rate of compliance with the two-year-old law to 94.2 percent.

STATES

Alabama May Halt Some Testing Due to Budget Cuts

Alabama may halt statewide student testing in the 1st and 11th grades this year because the legislature did not appropriate enough money to pay for a full program.

In addition, Gov. Forrest H. (Fob) James has ordered across-the-board cuts in state government, including the state's education trust fund. Be-

ginning on Oct. 1, allocations for school boards and other education functions were 10 percent less than the legislature had appropriated.

But of those men who did register, 85 percent who subsequently changed addresses failed to notify the Selective Service of their new address, according to a report released by the General Accounting Office.

Hence, if a draft were instituted, 20-to-40 percent of all draft registrants might not receive military induction notices, the report said.

Additional prosecutions of draft-registration evaders might be affected by the outcome of a federal district judge's ruling in Los Angeles on Oct. 1. Judge Terry Hatter said that he would dismiss the Justice Department's case against David Wayne, a 21-year-old student from Pasadena, if it failed to prove that he had not been unfairly singled out for prosecution from the thousands of other nonregistrants. Mr. Wayne's trial has been set for Oct. 12.

White House Begins Expanded Campaign Against Drug Abuse

Acknowledging that efforts to reduce drug abuse through law-enforcement efforts have met with only limited success, the Reagan Administration last week expanded its campaign against drug abuse to include education programs and the involvement of the private sector.

Dr. Carlton Turner, the White House adviser on drug-abuse policy, said the broad campaign would include federal agencies, parent groups, and "major organized efforts" in each state.

The business community would be encouraged to develop programs to combat alcoholism and drug abuse, he said.

For young people, Dr. Turner said the Administration's approach would be "to tell [them] what exactly we do know and to enlist the aid of the young people themselves."

The program would make an effort to reduce high-school seniors' daily drug use, and it would attempt to reduce drug use in the military.

Since 1978, the state has given California Achievement Tests to students in grades 1, 2, 4, 5, 7, 8, 10, and 11, and has given 3rd, 6th and 9th graders a state-developed minimum-competency test. The state department has also begun developing a high-school exit exam to be used in 1985. Students will be required to pass the exam in order to receive a diploma.